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ABSTRACT

School personnel need help in assisting at-risk students. The efforts of one school district to accomplish this goal are summarized here. The project provided a variety of training in: (1) the field of drug and alcohol prevention; (2) counseling and referral services to school counselors, nurses, psychologists, and social workers involved in alcohol and drug abuse prevention; and (3) counseling and referral services to elementary and secondary students who have social problems and are from families that are dysfunctional because of problems related to alcohol or other drugs. For this program, 474 school personnel participated in 26 different training workshops over a 22-month period. The evaluation focused on measuring knowledge and skills gained by school personnel during the course of the workshops, as well as the application of these skills in school settings. Overall, a 40% increase was found for knowledge and skills gained, based on surveys administered in the training workshops. Most of those responding to the follow-up surveys indicated that they had modified existing programs in their schools based on what they had learned. Additionally, participants shared their knowledge with colleagues and also indicated that contacts with students and families had been more worthwhile. (RJM)

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ED 406 620

The Puget Sound
Educational Service District

Regional School Counselor Trainings for Children from Dysfunctional Families with Alcohol and Drug Problems

Final Evaluation Report Summary

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June, 1996

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Table of Contents

Introduction 1
Background 1
Project Description 2
Training Workshop Descriptions 4
Evaluation Approach 8
Knowledge and Skills Gained 8
Application of Knowledge and Skills Gained 8
Limitations of Evaluation 9
Evaluation Results 9
Knowledge of Skills Gained 9
Application of Knowledge and Skills Gained 11
Conclusions and Recommendations 13

Table 1: School Staff Development Priority Areas 2
Table 2: Training Workshops Presented as Part of Grant Activities 3
Table 3: Percentage of Change in Knowledge and Skills by Training Workshop 10

Figure 1 - Overall Knowledge and Skills Gained in Training Workshops (Mean Scores As Rated by Participants) 10

Introduction

This is a final evaluation report of the Puget Sound Educational Service District's (PSESD) Regional School Counselor Trainings for Children from Dysfunctional Families with Alcohol and Drug Problems. This training project was funded in part by the U.S. Department of Education's Drug-Free Schools and Communities Division (Grant No. S241A40014). The project ran for approximately twenty-two months, from September, 1994 to June, 1996. The PSESD School Health and Risk Prevention (SHARP) Center conducted the training's on a quarterly basis during this time. The evaluation of this training project was done externally, and conducted by the Center for the Study and Teaching of At-Risk Students (C-STARS) at the University of Washington in Seattle.

The project's objectives were to provide a variety of specialized trainings in a) the field of drug and alcohol prevention; b) counseling and referral services to school counselors, nurses, psychologists and social workers who provide alcohol and drug abuse prevention; and c) counseling and referral services to elementary and secondary students who have social problems and are from families that are dysfunctional because of problems related to alcohol or other drugs. Other trainings included methods and techniques in utilizing "peer coaches" to address referrals and disseminate information.

These trainings were presented to PSESD member school districts, which number thirty-five and include districts from King and Pierce Counties, and Bainbridge Island, all located in Washington state. In addition, more than 200 private schools are members of the PSESD.

During the course of the project, 26 different training workshops were presented to 474 school personnel, mostly school counselors and psychologists. In addition, there were a total of 1,319 enrollments, as many of the school personnel participated in more than one training workshop. Out of these enrollments, 469 completed surveys (either pre and/or post) as part of the evaluation. The training workshops were developed to increase the knowledge and skills of school personnel in working with at-risk youth and their families. The trainings addressed a range of issues, all falling within priority areas outlined by the Drug-Free Schools and Communities Division. These included workshops that enabled counselors to work better with youth affected by substance abuse, violence, and disabilities.

Background

The need to enable school personnel in helping at-risk students is great in the areas served by the PSESD. Although the PSESD is one of nine regional agencies that serve as a liaison between school districts, the Office of

the State Superintendent of Public Instruction, and the State Board of Education, it serves a disproportionate number of students in Washington state (approximately 40%). In addition, PSESD member districts encompass approximately 50% of the state's socio-economically disadvantaged students, and account for approximately 78% of violent juvenile crimes. There is also a high incidence of alcohol and other drug abuse, homelessness, and runaway youth. The region also contains 45% of the state's total ethnic minority population, adding a complex dimension of cultural needs.

Because of these factors and ever-increasing budget constraints, a phenomena seen in school agencies across the United States, the PSESD sought and obtained funding to develop and conduct trainings to increase the skills and knowledge of school personnel working with this population.

Project Description

The PSESD Counselor Training Program was presented in seven "Institutes" over the twenty-two month period of project activities. Held every three month's, the Institutes had a specific theme, and were held once each during Fall, Winter, Spring, and Summer quarters. In determining core areas of focus for the trainings, the PSESD conducted surveys of member districts and schools. Their purpose was to help identify staff development priority areas to include in training content. Eleven staff development priority areas were identified in this manner (see Table 1).

Table 1: School Staff Development Priority Areas

1. Aggressive At-Risk Students and Substance Use
2. Ethnic Specific Drug/Alcohol Prevention Programs
3. Prevention Curriculum Integration
4. Parent Training Prevention Programs
5. Basic Training to Develop School Prevention/Intervention Teams
6. Advanced Training in Strategies for At-Risk Students
7. Basic Training in Strategies for At-Risk Students
8. Drugs/Alcohol Programs Targeting Special Education Students
9. Building Programs Relating to Student Assistance Counselors
10. Special Curriculum for Teachers Working with Students Recovering from Chemical Dependency
11. Training to Deliver Special Curricula for Children of Substance Abusers

Source: Puget Sound ESD School Health and Risk Prevention Center

The PSESD also looked at past training projects in identifying useful and practical training areas for presentation. These included a school personnel training project (c.f., USDOE Grant No. S207A20018); training projects in drug and alcohol abuse prevention and education; and a training project that utilized innovative approaches to suspended or dropout substance abusers to maintain abstinence, continue recovery, re-enter school, and complete graduation.

The training workshops selected addressed the school staff development areas, the priority areas outlined above, and the Drug-Free Schools and Communities Division discussed earlier. Workshop titles are listed in Table 2.

Table 2: Training Workshops Presented as Part of Grant Activities

- Angry, Aggressive, and Toxic Youth: Effective Strategies for Student Discipline
- Assigning Competence: Recognizing and Utilizing Student Strengths in Classroom and Group Settings
- Classroom Management and Effective Student Discipline: Strategies That Work
- Classroom Management for Angry and Aggressive Youth
- Classroom Rituals for At-Risk Learners
- Coming Out Under the Influence: Substance Abuse and Adolescent Sexuality
- Conflict Resolution/Peer Mediation Program Development
- Effective Strategies for Working With Students Living In Dysfunctional Families
- Elementary School Discipline
- EVOLVE: Eliminating Violence Through Opportunity, Leadership, Values, and Education
- From Survival to Growth: Changing the Perspective of At-Risk Youth
- How to Use Nutrition to Manage Angry and Aggressive Behavior: An Ecological Approach to Managing Deviant Behavior
- "In the Know" About Community Resources for High-Risk Youth and Families
- Kids Like Us Are Everywhere (KLUE)
- Less Is More: Arranging the Classroom So That More Learning Than Teaching is Occurring
- Medicated Students in the Classroom: How to Manage Non-Compliant Behaviors

- Parent Involvement: Families in School and Community Prevention and Intervention Programs
- Portable Challenge
- Power of One: Preventing Youth Violence
- Power Source: Students Eliminating Violence
- Social Skills Support Groups for Elementary and Middle School Students
- Spider Web of Chemical Dependency
- Substance Abuse and Special Education: An Ecological Approach
- Valuing Diversity: How To Make It Work For You
- Youth Gang Violence Prevention

Training Workshop Descriptions

Angry, Aggressive, and Toxic Youth: Effective Strategies for Student Discipline - This training session focuses on helping participants learn effective elements of avoiding/withdrawing and smoothing/accommodating conflict resolution styles. Also presented are elements addressing collaboration, problem solving, and communication techniques.

Assigning Competence: Recognizing and Utilizing Student Strengths in Classroom and Group Settings - Participants in this training receive help in recognizing strengths and skills of students, as well as understanding how to use stages to create conditions for better learning. A resiliency model is also presented.

Classroom Management and Effective Student Discipline: Strategies That Work - This training helps teach participants effective strategies for resolving conflict. It also teaches how to effectively engage in win/win confrontation, how to express appreciation and feedback, and five skills concerning human intimacy. Also presented are five skills for evocative communication in a multicultural school setting.

Classroom Management for Angry and Aggressive Youth - This training session focuses on helping participants learn effective elements of avoiding/withdrawing and smoothing/accommodating conflict resolution styles. Also presented are elements addressing collaborating, problem solving, and communication techniques.

Classroom Rituals for At-Risk Learners - In this training, participants learn "how to" a) heal angry and resistant learners; b) use classroom rituals to create positive addictions desired in students; c) use instructional options to reach all students (e.g., 63 ways to teach anything); d) fill the "Hole in the

Soul" of needy youth from chaotic homes and at risk for gang involvement; and e) the "how to" of the execution of new instruction techniques.

Coming Out Under the Influence: Substance and Adolescent Sexuality - This training workshop helps participants explore adolescent sexuality by describing developmental issues faced by youth coming out. Also addressed is the nature of how substance abuse and addiction develops and progresses during such a stressful period, as well as coping mechanisms for youth and those who work with them. Definitions for the relationships between suicide risk, substance abuse, and coming out are included. The goal is to help participants gain a deeper sense of what young people are facing, and how to best approach and work with them.

Conflict Resolution/Peer Mediation Program Development - The goal of this training is to help participants in selecting the best possible program for specific needs and talents of students and staff. This is done through a program assessment process. Participants are provided with a listing of curricula to best serve primary, secondary, and/or tertiary prevention needs.

Effective Strategies for Working With Students Living In Dysfunctional Families - This training enables participants to gain knowledge and strategies in how to work with students whose behavior is affected by family stress, such as that caused by chemical dependency. Participants also learn informal, practical, and respectful ways of engaging youth, as well as enhancing the overall learning environment in their education settings.

Elementary School Discipline - This training session focuses on helping participants learn effective elements of avoiding/withdrawing and smoothing/accommodating conflict resolution styles, similar to the "Classroom Management for Angry and Aggressive Youth" training. Also presented are elements addressing collaborating, problem solving, and communication techniques.

EVOLVE: Eliminating Violence Through Opportunity, Leadership, Values, and Education - Participants in this training learn how to identify current youth violence and gang trends, and avoid confrontation. A special emphasis is placed on presenting techniques for preventing physical violence, as well as understanding and using "soft" power.

From Survival to Growth: Changing the Perspective of At-Risk Youth - This session focuses on motivational techniques used with at-risk youth affected by substance abuse. Also presented are techniques on helping students develop conflict-avoidance skills and situation-appropriate behaviors. A special focus is placed on using materials and lesson plans to integrate appropriate methods into classroom curriculum.

How to Use Nutrition to Manage Angry and Aggressive Behavior: An Ecological Approach to Managing Deviant Behavior - This training helps participants learn a new conceptual basis for understanding the nexus between nutrition, learning, and behavior (including addictive and behavior problems). Information includes advances in neurophysiology and precursor nutritional therapy as they relate to brain functioning; information processing; and the rehabilitation of brain chemicals that regulate behavior.

"In the Know" About Community Resources for High-Risk Youth and Families - Participants in this training learn how to identify and access community service agencies that provide specially funded services and resources to address the needs of high-risk students. Also presented are methods for cross-professional collaborations, especially as they pertain to referral, confidentiality, follow-up, and shared-client consultation.

Kids Like Us Are Everywhere (KLUE) - This session provides information on developing a KLUE training program, which is a curriculum for children (grades 4-6) of alcoholics. The KLUE training of instructors familiarizes participants with the format, structure, and facilitation of skills necessary to help school personnel in working with this population. The curricula is designed for a school or community setting.

Less Is More: Arranging the Classroom So That More learning Than Teaching is Occurring - Participants in this session are shown how to prepare for mainstreaming and school reform, primarily through the "work smarter, not harder" concept (optimal productivity, minimal effort). Also presented to participants is how to mobilize parents to assist at home, and how to increase job satisfaction.

Medicated Students in the Classroom: How to Manage Non-Compliant Behaviors - This workshop helps participants gain greater knowledge in variables associated with brain function, and how it relates to special education and chemical dependent children. Special attention is placed on drugs used in treating chemically dependent children, and their effect on brain-related functions.

Parent Involvement: Families in School and Community Prevention and Intervention Programs - The goal of this workshop is to increase the participant's ability to build long-term partnerships with families. This is done primarily through lecture, group discussions, and group activities to analyze various options for building relationships and programs with families. Content areas include: family education programs; personal, social, and family factors that act as barriers; myths about families; program models; strategies for finding and involving families; and planning programs for specific populations.

Portable Challenge - This training presents "Portable Challenge" as an excellent tool for reaching high risk youth through challenging activities designed to increase trust, cooperation, and self-esteem. Participants are encouraged to experience and learn how to use effective and fun educational activities presented to them.

Power of One: Preventing Youth Violence - This training helps participants understand the definition and the roots of violence, as well as strategies for managing aggressive behavior in the educational setting. Activities include verbal and listening techniques, and understanding the role of personal space and body language in working with at-risk youth.

Power Source: Students Eliminating Violence - Participants in this training learn how to facilitate and implement a progressive violence prevention movement that is school-based and student-directed. The session also focuses on skills to establish a school culture that makes violence of any kind inappropriate.

Social Skills Support Groups for Elementary School Students - This training helps elementary school support group leaders come together in discovering new techniques for enhancing age-appropriate social skills. Participants are encouraged to share their own ideas with others.

Social Skills Support Groups for Middle School Students - This training helps middle school support group leaders come together in discovering new techniques for enhancing adolescent social skills. Participants are encouraged to share their own ideas with others.

Spider Web of Chemical Dependency - Training activities in this session focus on culturally appropriate methods for identifying children of families that are dysfunctional due to drug and alcohol abuse and violence. Special attention is paid on how to counteract the negative effects of substance abuse behavior.

Substance Abuse and Special Education: An Ecological Approach - This training helps participants develop strategies for prevention and intervention with special education programs and competency. This is done primarily by addressing diagnostic issues for students who are substance abusers and qualify for special education.

Valuing Diversity: How To Make It Work for You - This training helps participants expand their knowledge and skills for creating greater cultural literacy and opportunities for appropriate cultural and ethnic interactions. This is done by increasing the understanding of different cultural dynamics, and helping participants to develop specific strategies that address diversity issues in and among students and staff. A central objective of the training is

to motivate and facilitate self-directness in the prevention and reduction of risk factors for inter-group violence and conflict.

Youth Gang Violence Prevention - In this training, participants learn identification of current youth violence and gang trends, including five stages of verbal conflict. Also presented are non-verbal techniques for controlling disruptive behavior and for avoiding violent confrontation. Particular attention is given to techniques for preventing physical violence.

All of these trainings were presented/facilitated by PSESD SHARP Center staff, or outside consultants that are expert in the needed area. These individuals disseminated the evaluation surveys during the appropriate workshops.

Evaluation Approach

The evaluation of the training workshops was conducted by the Center for the Study and Teaching of At-Risk Students (C-STARS) at the University of Washington. Due to budget modifications from the original PSESD grant proposal, the evaluation plan was revised from the detailed, research-oriented plan originally proposed. The revised evaluation focused on two specific areas: 1) knowledge and skills gained over the course of the training workshops, and 2) application of the knowledge and skills acquired in the training workshops. Specific evaluation activities concerning these two indices are outlined below.

Knowledge and Skills Gained

To measure knowledge and skills gained over the course of the training workshops, material included in the training was forwarded to C-STARS ahead of time. From this material, surveys were developed which asked participants to rate their own knowledge and skills in specific areas relating to the training workshop they were attending. The participants rated themselves on a 1 to 5 Likert-type scale, where 1 indicated they had no knowledge of a particular area, and 5 indicated they had much knowledge of a particular area. The middle range was for participants to indicate they had some knowledge about what was being presented to them. The surveys were administered by trainers at the beginning and end of each training workshop so that knowledge and skills gained in the particular areas of the training workshops could be measured.

Application of Knowledge and Skills Gained

To determine the extent to which the participants applied the knowledge and skills gained in the training workshops in their own particular school or other academic setting, an application survey was

developed. The survey was divided into five sections: 1) Application of Principles and Knowledge Gained, 2) Application of Skills and Techniques, 3) Information Shared with Colleagues, 4) Incorporation of Knowledge and Skills in Program Development, and 5) Open-ended questions. Included in the open-ended questions was one pertaining to the estimated number of people contacted or affected as a result of the training. This survey was then sent to all of the participants who indicated they would be applying what they learned to students and/or students' family members, teachers, counselors, and other colleagues. The surveys were mailed to participants, broken down by Institutes attended, in self-addressed, stamped envelopes. Anonymity was assured to encourage receipt of as many as possible.

Limitations of the Evaluation

The evaluation described above was, as mentioned, a revised version of the one written into the original proposal, vis-a-vis the measurement of certain outcomes. This adjustment was primarily due to the limitations imposed by the budget. However, sufficient data were compiled through the mechanisms outlined above to provide for a meaningful evaluation. This evaluation approach documents the success of the training workshops in presenting new and/or enhanced methods of working with populations affected by drug, alcohol, and other types of abuse.

While not a true "research" evaluation in the sense of providing control groups and going beyond descriptive statistics, the evaluation provides an idea of how extensive an undertaking this project was, how successful it was, and the extent of the need for continued training of school personnel in the area of substance abuse prevention/intervention.

A somewhat skewed version of events and results may occur in this evaluation report because of limited data and/or information from participants in some of the training workshops.

Evaluation Results

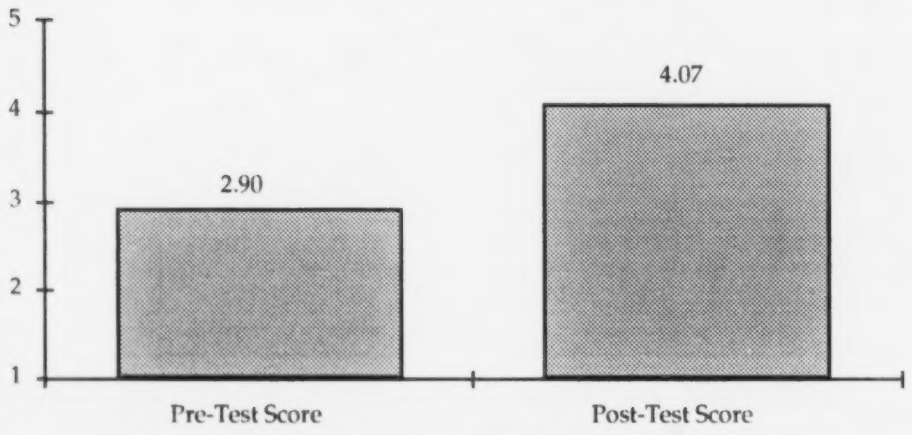
Knowledge and Skills Gained

There were 441 counselors, psychologists and other school district personnel who completed pre-workshop surveys, and 396 who completed post-workshop surveys. Pre and post knowledge and skills surveys were completed for 24 of the 26 workshops measuring these. One workshop had only pre scores, and another did not have the pre-post surveys administered.

For these self-assessed knowledge and skills gained surveys, the mean pre-test score for all surveys was 2.90 and the mean post-test score was 4.07, for an increase of 40% (see Figure 1). In addition, there was a 46% increase in the

median scores, and a 49% increase in the mode. Training workshops which showed the most mean gain were "Kids Like Us Are Everywhere (KLUE)" and "Elementary School Discipline" (116% and 69%, respectively). Table 3 summarizes the increase in knowledge and skills gained (as rated by participants), broken down by each workshop evaluated in this area.

Figure 1 - Overall Knowledge and Skills Gained in Training Workshops (Mean Scores As Rated by Participants)



(n=441 for Pre-Test, n=396 for Post-Test)

Table 3: Percentage of Change in Knowledge and Skills by Training Workshop

Trainings	Pre	Post	% of Change
Angry, Aggressive, and Toxic Youth: Effective Strategies for Student Discipline	2.99	4.02	34%
Assigning Competence: Recognizing and Utilizing Student Strengths in Classroom and Group Settings	2.85	4.10	44%
Classroom Management and Effective Student Discipline: Strategies That Work	2.87	3.70	29%
Classroom Management for Angry and Aggressive Youth	3.10	3.95	27%
Classroom Rituals for At-Risk Learners	2.81	3.76	34%
Coming Out Under the Influence: Substance Abuse and Adolescent Sexuality	3.06	3.83	25%
Conflict Resolution/Peer Mediation Program Development	2.77	3.20	16%
Effective Strategies for Working With Students Living In Dysfunctional Families	2.97	4.36	47%
Elementary School Discipline	2.10	3.54	69%

EVOLVE: Eliminating Violence Through Opportunity, Leadership, Values, and Education	2.98	3.95	33%
From Survival to Growth: Changing the Perspective of At-Risk Youth	3.23	3.56	10%
How to Use Nutrition to Manage Angry and Aggressive Behavior: An Ecological Approach to Managing Deviant Behavior	2.14	N/A*	------
"In the Know" About Community Resources for High-Risk Youth and Families	3.24	4.10	27%
Kids Like Us Are Everywhere (KLUE)	2.04	4.41	116%
Less Is More: Arranging the Classroom So That More Learning Than Teaching is Occurring	N/A*	N/A*	------
Medicated Students in the Classroom: How to Manage Non-Compliant Behaviors	2.61	3.58	37%
Parent Involvement: Families in School and Community Prevention and Intervention Programs	2.81	4.19	49%
Portable Challenge	2.35	3.84	63%
Power of One: Preventing Youth Violence	2.58	3.57	38%
Power Source: Students Eliminating Violence	2.83	4.49	59%
Social Skills Support Groups for Elementary School Students	3.28	3.90	19%
Social Skills Support Groups for Middle School Students	2.92	4.09	40%
Spider Web of Chemical Dependency	3.15	4.21	34%
Substance Abuse and Special Education: An Ecological Approach	2.85	3.64	28%
Valuing Diversity: How To Make It Work For You	2.27	3.78	67%
Youth Gang Violence Prevention	2.78	3.87	39%

***Missing Data**

Application of Knowledge and Skills Gained

Seventy-nine of the participants responding to surveys indicated they would be setting up a management program in their school environments (92 schools) that addresses what they learned in the training workshops. One hundred and seven indicated they would be modifying an existing program as well in 195 schools. Overall, participants specifying a number anticipated that more than 22,800 students would be impacted by their participating in this training, and 5,400 parents would be impacted as well.

Follow-up surveys were mailed to all 474 participants at the end of the project period. As mentioned earlier, the surveys were mailed in pre-addressed, stamped envelopes to expedite their return. This was done in an attempt to gather information about the application of the knowledge and skills gained in the training workshops. Seventy (15%) surveys were returned.

The overall mean score (on a scale of 1 to 5) concerning the usefulness of the material presented was 3.50. A more in-depth analysis of information received showed the majority of participants were sharing what they learned with colleagues, both formally and informally. This corresponds with what a sampling of participants had indicated on knowledge and skills gained surveys completed during the Institute workshops. Seventeen percent of the respondents had so far not shared information from the workshops with anyone.

Fifty-four percent of those responding indicated they had modified existing programs in their school environment, based on what they learned in the workshops, while 23% anticipated doing so. The remaining 20% did not anticipate doing this. Forty-one percent of the respondents had begun planning for new programs/activities in their school environments, 27% had completed plans for such programs/activities, and 34% had begun new programs/activities based on what they learned in the workshops. Most of the remaining respondents indicated they anticipate planning and implementing new programs/activities based on material presented to them in the workshops, but had not yet done so.

A sampling of the additions or changes to activities and programs currently in place in the respondents' school environments centered around having a better understanding of the population being worked with, having a different approach or routine in working with at-risk students and families, and being able to share information and knowledge gained with others. The most helpful information presented at the workshops pertained to gaining a better understanding of the causes of at-risk behavior, and ways of dealing with it. By far, participants found the most useful form of training activities were a combination of lectures, hands-on activities, and group discussion.

Most of the contacts made with others in relation to what they learned in the workshops took place either in the classroom, faculty lounge, or during home visits. Other areas of contact included the playground, staff meetings, or during parent-teacher conferences. Most of the contacts with students, family members, and colleagues occurred with groups of 0 to 12 individuals. (Approximately 50% of the contacts occurred with this group size.) Overall, the majority of respondents felt that these contacts have been more worthwhile when using techniques learned in the workshops. Also, much more positive feedback has been generated because of these contacts.

Conclusion and Recommendations

During the twenty-two months of project activities, trainings were presented to 474 professionals from PSESD-member school districts and private schools. Few negative comments were received about the training workshops. Although no specific comments pertaining to the performance of the trainers were solicited, many favorable ones were received. In addition, many of the participants felt they benefited tremendously from the trainings, both personally and professionally. They also felt it necessary to recommend and encourage their colleagues to attend such trainings.

Of particular interest was the number of enrollments for the twenty-six trainings reported on here. As noted earlier, 1,319 enrollment slots were filled by 474 school personnel. This indicates that on average, school personnel attended almost three trainings each during the twenty-two months of project activities. This would suggest that the array of trainings available allowed these personnel the opportunity to enhance their own professional knowledge and skills in more than one area, and also allowed them to share these with colleagues. This enabled participants to address a wider range of problems that students and families associated with the schools might face.

Increased knowledge and skills were noted overall for the participants in each of the training workshops, with good gains evident in most cases. While no overall decreases were noted in any of the knowledge and skills survey questions, there were some decreases in particular areas in some of the trainings. However, these did not seem to fit any particular pattern or trainer. Also, there were instances where little gain was noted, which in some cases could be attributed to the fact that many of the participants were already knowledgeable about the subject material being presented in the workshop. A more in-depth analysis might be done on these types of responses so that the trainings could better target participants who are not already conversant about the subject/topic.

In cases where training workshops showed dramatic increases, much of it could be contributed to the low numbers. For example, "Elementary School Discipline" showed an overall improvement of 69%, with six of the fifteen statements showing improvements in excess of 100%. While much of it could be attributed to the material presented, there is a possibility that with a higher number of participants, the overall changes would have been lower, although still on the positive side. Likewise, the same could be said for trainings that had a low number of participants and showed little or no gain.

Many of the participants indicated they would be sharing what they learned with colleagues, mostly in staff meetings or informally. A possibility for future workshops might be to incorporate a section on how to best share

information and ideas learned in the workshops. Some of the workshops already incorporate some form of this. Along these lines, it is a good idea to incorporate a means of how participants might expedite the ideas and techniques that were presented to them. Some had indicated that no programs were in place because of the timing of the workshop attended (e.g., Spring, when school is winding down, or Summer, when school is out).

It might also be a good idea to ask participants how much they know about a given topic or area when they are enrolling for training workshops (if it is not already done). Some of the data from the pre surveys showed that participants already had considerable knowledge in certain areas. Knowing this ahead of time will allow presenters to spend more time on material that may be less familiar to participants.

Eighty-three percent of the follow-up surveys were not returned, which might seem to indicate that not enough information was received to draw any valid conclusions. However, the purpose of the follow-up surveys was to get a profile of what is happening as a result of these trainings, as well as get an approximation as to the number of people impacted by training participants. Those follow-up surveys returned came from individuals whose activities and suggestions would be most beneficial to the project. For a more clearer picture, it might be worthwhile at some future point to send another follow-up survey to participants to see the extent of workshop-related techniques being implemented.

This summary has been a mostly descriptive overview of project activities, and results associated with them. A large amount of data now exists from these trainings, from which future evaluations, etc., can draw on for future studies. At some point it might be useful to go through these data in a more systematic way, doing a more detailed analysis.

It might also be helpful for future surveys to be administered by either the evaluator or someone other than the trainer. This was not possible during this project, and as a result many surveys were not administered. This is understandable, due to time constraints and the focus of trainers on workshop content. However, more complete data would help ensure a more accurate picture of the impact of project activities.